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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Wyoming State Education Department; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Illustrations may reproduce poorly.) (EA)

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ED053489

BESE Title I

TITLE I, ESEA
IN WYOMING
1970

Annual Evaluation Report
P.L. 89-10

EA 003 722

ED053489

Department of Health, Education and Welfare

U.S. Office of Education

Washington, D.C. 20202

Division of Compensatory Education

Elementary and Secondary Education Act of 1965 - Title I

W Y O M I N G

State Annual Evaluation Report for Fiscal Year Ending

June 30, 1970

Submitted

November 15, 1970

OE 4320

1. State Statistics

A.	Total operating LEA's in the State	157
B.	Number of LEA's participating in Title I	65
	(1) During regular school term only	51
	(2) During summer term only	1
	(3) During both regular school and summer term	13
C.	Number of Title I programs	56
	(1) Number of cooperative projects	13
	(2) Number of single	43
D.	Unduplicated number of pupils who participated in Title I programs	
	(1) Enrolled in public schools	15,773
	(2) Enrolled in non-public schools	516

2. Number of SEA Title I staff visits to LEA's participating in Title I

Merle V. Chase (Half time)
Director of Federal Programs 26

Mr. Chase visited 26 districts for the purpose of program planning, development, dissemination and evaluation.

Glenn R. Reynick
Evaluation Consultant, Title I, ESEA 45

Mr. Reynick visited 45 districts for the purpose of program planning, development, evaluation and dissemination.

Clyde B. Gerrard
Chief Accountant, Title I, ESEA 56

Mr. Gerrard visited 56 districts for the purpose of auditing Title I projects.

Dorris Sander (Half time)
Director
Rural Education and Migrant Children 32

Miss Sander visited 32 projects for the purpose of program development and evaluation.

James Tangeman
Consultant
Elementary Guidance - Counseling 38

Mr. Tangeman visited 38 projects for the purpose of program planning and development.

Alice Hild Farris (Half time)
Consultant
Libraries and Educational Media 28

Mrs. Farris visited 28 projects for the purpose of program planning and development.

When SEA staff members visited projects they met with LEA staff and administrators for a session of questions and answers.

Observations within the classrooms on procedures of instructional methods and the use of equipment and materials were related to other districts with similar projects. By reporting methods and successful results to other districts, visits were effective toward the improvement of program development, operation, planning and evaluation of future projects.

Recent changes in the Division of Federal Programs:

Mr. Merle V. Chase has left the Wyoming State Department of Education. Mr. Glenn R. Reynick assumed the Directorship of Title I, ESEA, in the State Department of Education as of July 1, 1970. Mr. Donald L. Byrnes took the position of Evaluation Consultant, Title I, ESEA, also as of July 1, 1970. Mr. Melvin Gillispie is now Director of Federal Programs for the Department of Education, whose appointment was effective as of July 1, 1970.

3. Description of changes by our agency in the last five years in procedures to --

A. improve the quality of Title I projects:

For five consecutive years Title I staff and reading consultants have conducted a statewide developmental reading conference for all Title I teachers.

The FY '70 conference, "Think of the Kids, Too, in Reading and Social Studies" was held at Casper Junior College for five days, June 1 through June 5.

Through cooperation with the University of Wyoming, one hour of graduate credit or one hour of renewal credit toward certification requirements was offered. Emphasis was placed on nationally known speakers in the field of reading, social studies and active involvment of participants in the work sessions and demonstrations. A total of 185 participants attended the conference, representing 53 of the 65 districts and 4 State Institutions involved in Title I projects.

There were 57 full-time and 15 half-time reading teachers employed by Title I in FY '70.

(Conference Program is enclosed)

Each year a statewide workshop for administrators on all federal programs has been conducted. Through such meetings and project applications the SEA staff has stressed the individualized approach to diagnosing and prescribing teaching for the educationally deprived child.

B. Insure proper participation of non-public school children

Wyoming has 20 non-public schools, each of which has been contacted through the local school district for participation in Title I. There are 9 non-public schools participating. The remaining 11 declined the opportunity.

Cooperation and communication between non-public and public schools have been excellent. Teachers and administrators of non-public schools have been invited to attend our statewide reading conferences and workshops. They have taken an active part. The SEA staff stresses to LEA's the importance of contacting non-public schools before completing Title I applications.

C. Modify local projects in the light of State and local evaluation

Modification of local projects has been made each year due to State and local evaluation. State evaluation reports have been altered annually to obtain more substantial evidence of improvement, and to be more meaningful in educating the economically and educationally deprived.

Most local districts have come to realize the importance of good evaluation and have conscientiously improved their reporting practices. Since evaluation of P.L. 89-10 projects is required, LEA staff and administrators meet as a group during the project. As a result, many methods, procedures and techniques employed at the beginning of the project are changed or deleted because they are found unsuitable. Modification of local projects leads to substantial evidence that evaluation as a requirement of the law assures more worthwhile expenditure of funds.

D. Dissemination of Project Information and Data

The following techniques are used by 56 project directors for dissemination of information:

a.	26	News releases and feature stories in the press
b.	14	Presentation of information and data via radio
c.	5	Special radio coverage of the project
d.	0	Presentation of information and data on television
e.	1	Special television coverage of the project
f.	23	Newsletters to staff members
g.	41	Presentation of information and data in staff meetings
h.	22	PTA meetings
i.	25	Presentation of information and data in public meetings and community groups
j.	6	Brochures or pamphlets
k.	14	Conducted tours
l.	29	Open house
m.	1	Publications for professional journals (for example, WEA or NEA magazine)
n.	8	Publications for local community distribution
o.	6	Descriptive reports sent to other schools in the State
p.	6	Descriptive reports sent to Superintendent of Public Instruction
q.	37	In-service training (workshops, seminars, etc.,) conducted for Title I staff and non-Title I staff
r.	2	Other (specify)
		Parent Teacher Conference 4
		Newsletters to Parents 2

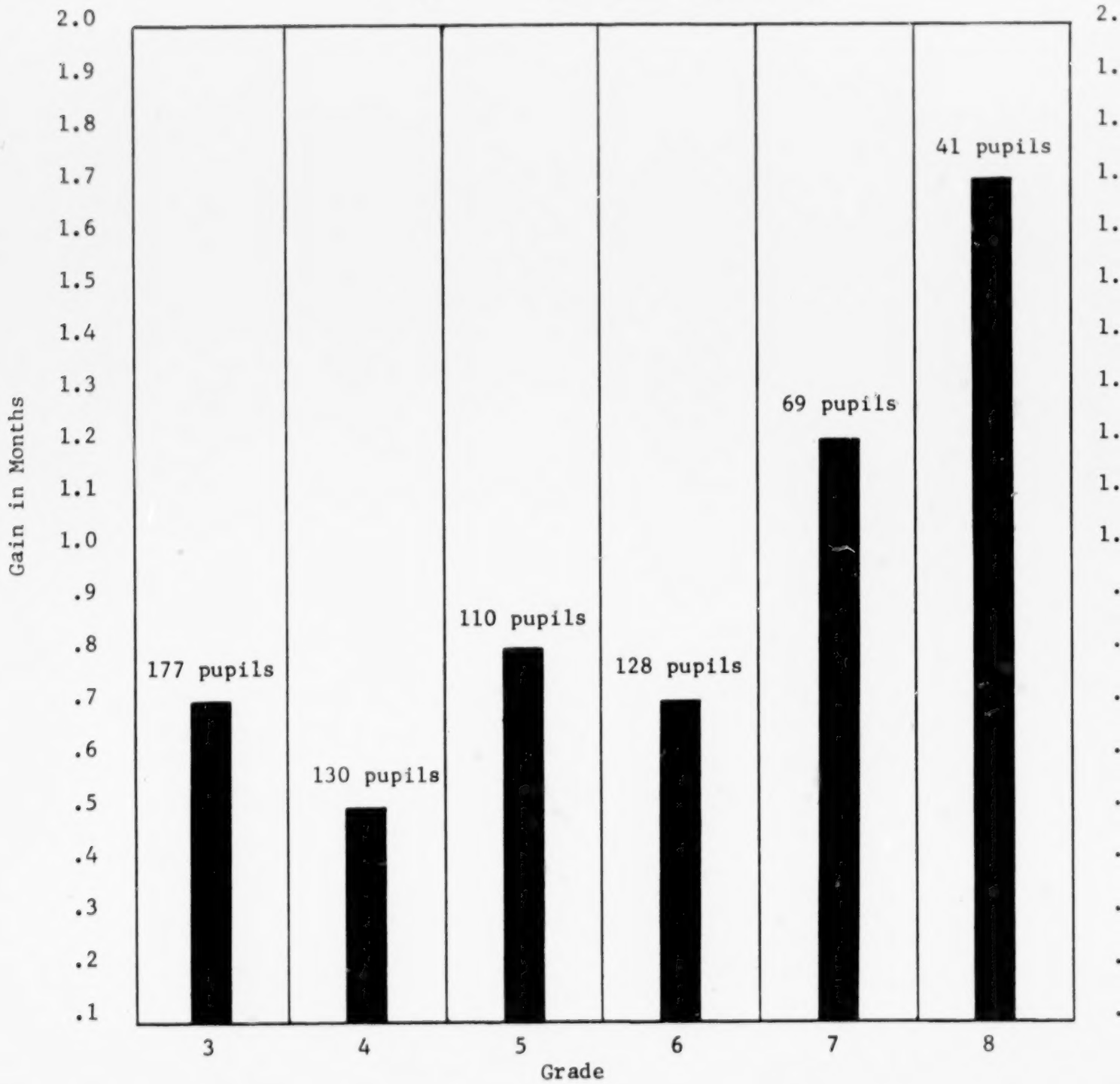
4. Effect upon Educational Achievement

A. Objective Data

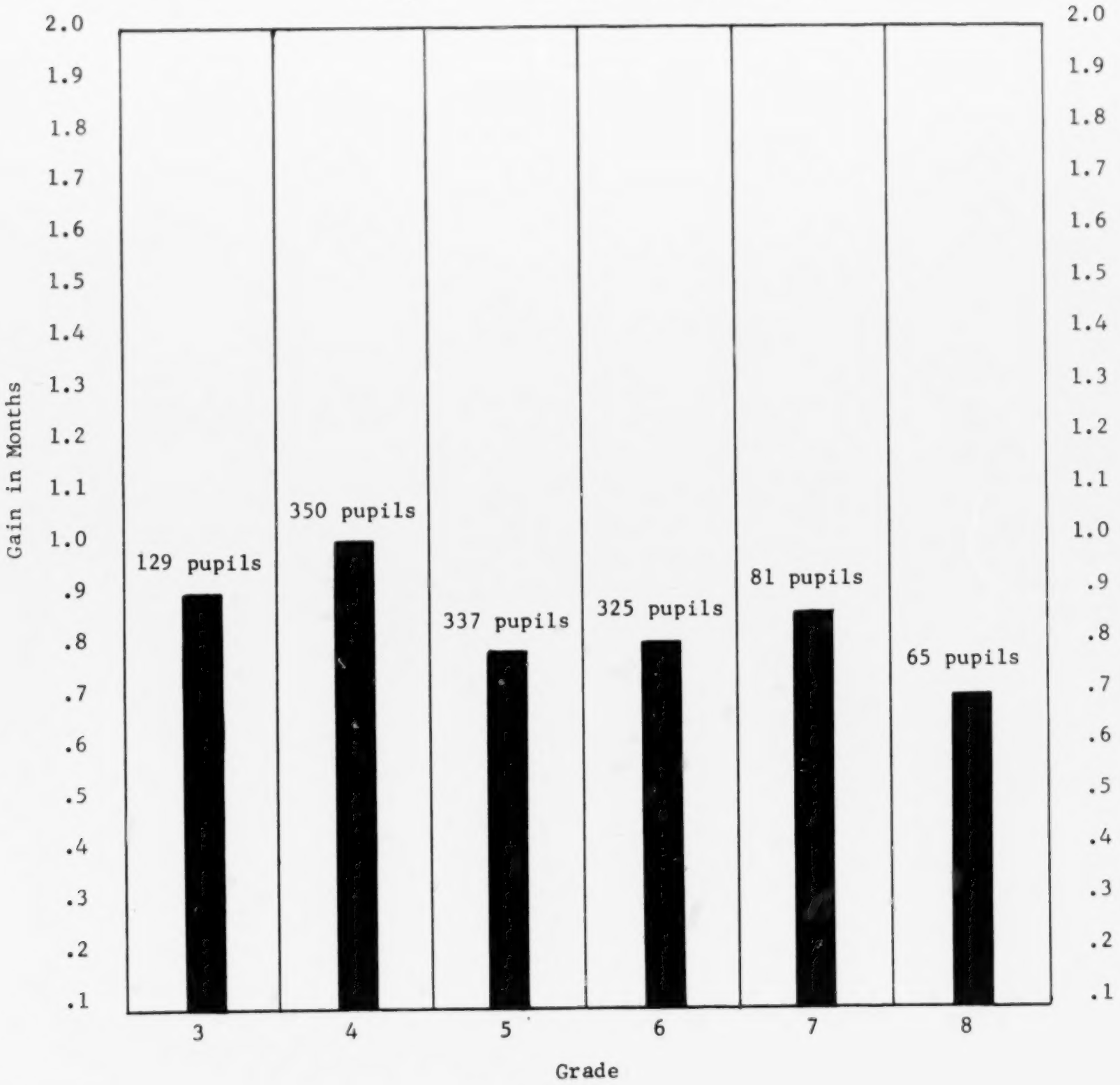
Standardized Achievement Test results comparing the achievement of Title I students to that of all pupils of the same grade level are not available in Wyoming. The following information pertains to participating Title I pupils:

Graphs 1, 2 and 3 indicate mean score gain over pre and post results during a period of 9 months, using national norms and grade equivalent scores from Standardized Achievement Tests.

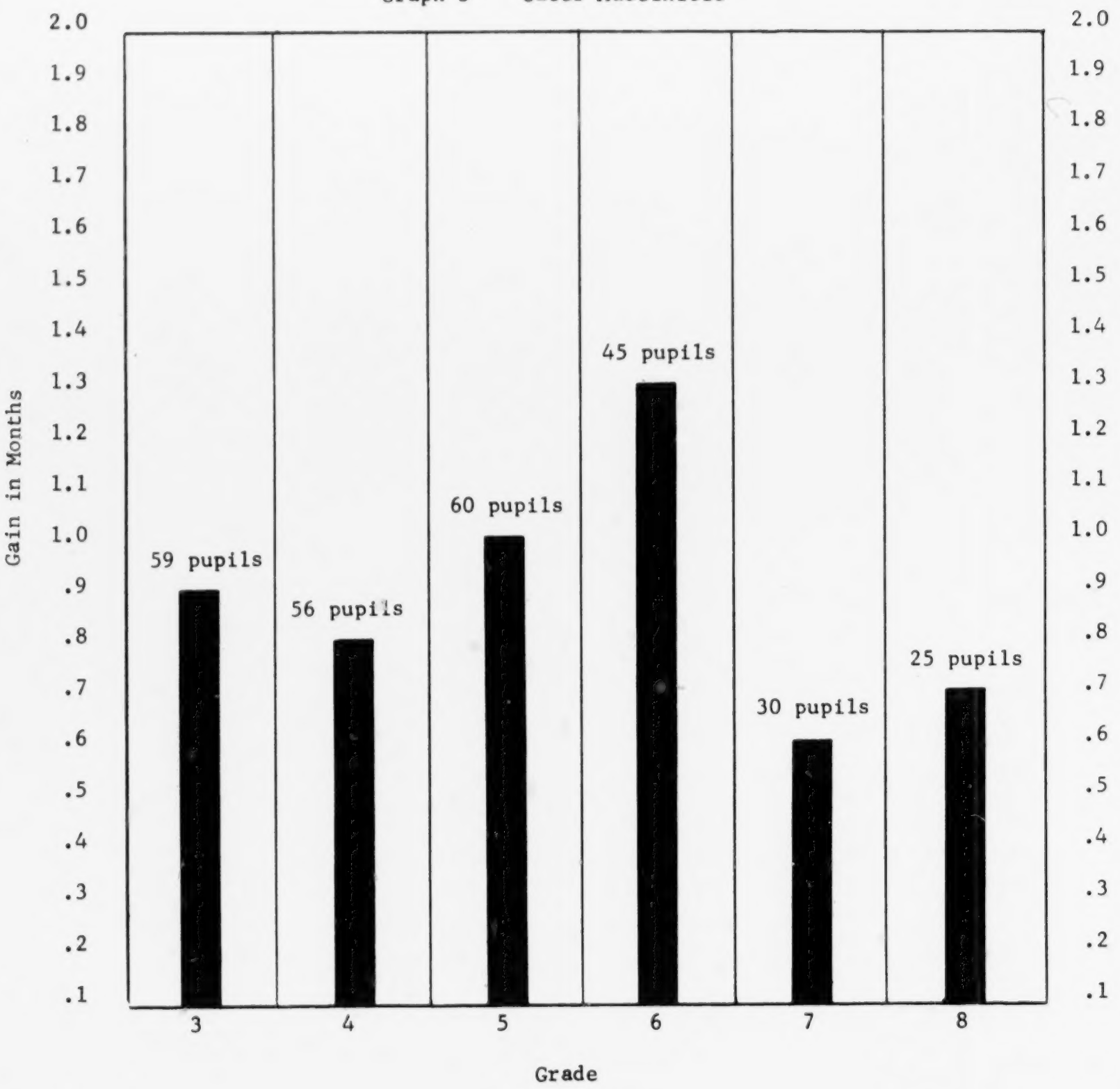
Graph 1 Stanford Achievement Test



Graph 2 Iowa Test of Basic Skills



Graph 3 Gates MacGinitie



B. Common characteristics of Title I projects that are most effective in improving educational achievement: (Not listed in order of effectiveness)

(1) Ungraded classrooms using an adjusted and modified curriculum with a low teacher per pupil ratio;

(2) Developmental and remedial teachers of basic skills using a high degree of individualized attention, versatility of methods, high interest, low vocabulary materials, and an experience of success for every child;

(3) Elementary guidance counselors for routine guidance assistance along with social workers for home-school liaison purposes, both opening channels of communication between the home and school to involve parents;

(4) A nurse and health fitness program which assists and consults parents in regard to individual physical and dental needs, eye glasses and nutrition;

(5) A clinical psychologist working with teachers for the handicapped in identifying and working with children of special needs;

(6) Teachers and librarians working with aides to free themselves for professional duties;

(7) Provision of cultural experiences through field trips, recreation and after school programs;

(8) In-service training and consultation for teachers to learn better methods of coping with children who have learning problems.

C. Evidence that the effectiveness of Title I projects is related to cost

The average cost per each child from 56 projects varied from $7.98 to $595.98. The most effective projects were those spending approximately $148.88 average cost per pupil, rather than the extreme. The involvement of too many or too few children in a project leads to ineffectiveness, depending upon the size, scope and quality of services rendered.

Projects without sufficient funds to employ additional staff for a full year's employment or a summer school term to supplement their educational program are not very effective. Cooperative projects are being formed where possible to alleviate this problem.

Additional responsibilities placed on present staff and administration with a small entitlement are not conducive to an effective project.

D. General Evaluation of Project

Each project director checked one statement below which described most appropriately the overall evaluation of the impact of his project.

24	The project activities and services were designed to meet the educational needs of educationally deprived children, and were successful.
18	The project was successful, but limited Title I funds available did not adequately fund the project.
0	The project had very little impact on raising the level of educational attainment of educationally deprived children participating in the program.
1	The project activities and services were not appropriate and are in need of revision.
11	The project activities and services helped all the children rather than focusing on educationally deprived children.

E. Evaluation of Objectives

P.L. 89-10 project directors indicated progress in achieving their objectives as identified by percentages, specific teacher ratings and test results. Following are the numbers of objectives in which directors indicated substantial, some, or little or no progress during the term of their 56 projects:

Substantial Progress	Some Progress	Little or no Progress
152	88	0

5. Effect of Title I on the administrative structure and educational practices at the state, local and non-public school level

A. The State Educational Agency has been in a position to employ special consultants in developmental and remedial reading. These consultants conduct statewide conferences for Title I teachers and administrators. Each year there has been an increased enrollment which indicates to the staff of the State Agency the need and value of more in-service training. Due to Title I funds there has been increased improvement in state administrative service and leadership to LEA's. This is the result of discovering the value of an increased, well qualified educational staff, and being in a position to employ personnel through Title I administrative funds.

B. The administration of local educational agencies has learned the value of special staff to supplement educational programs. The effectiveness of educational practices has been improved by employing, for the first time in the school, developmental and remedial teachers, nurses, counselors, social workers, aides and teachers for the handicapped. Many LEA superintendents have had to delegate authority to principals and/or fellow employees due to the increased paper work.

C. The administrative structure and educational practices of non-public schools have been affected in the same manner as the local educational agencies.

6. Additional efforts to help the disadvantaged

A. No State funds have been used to augment Title I programs in Wyoming.

B. Description of the coordination of Title I activities with other federally funded programs

Following are the numbers of Title I projects which reported coordinated activities with other federal programs:

14	ESEA TITLE II
6	ESEA TITLE III
0	ESEA TITLE IV
3	ESEA TITLE V
6	ESEA TITLE VI-A
1	Education Profession Development Act
9	U.S. Department of Agriculture Food Program
7	Head Start - OEO - Community Action Agency
1	Neighborhood Youth Corps - OEO - Community Action Agency
10	NDEA TITLE III
1	NDEA TITLE V-a
1	Vocational Education Act of 1963
0	George Barden Act
1	Smith Hughes Act
0	Job Corps
10	State Social and Welfare Agencies
3	Federal Social and Welfare Agencies
6	Medical Aid to Indigent Families
3	Other (specify) Migrant (Title I) Follow Through Mental Health University of Nebraska

TITLE II ESEA

Library books, tapes, filmstrips, movies and other instructional materials purchased were exchanged and utilized by Title I teachers and children in most Title I projects.

Outstanding example of this coordination:

Title I children were taken into centers where Title II materials are stored, and given special instruction in reading and the use of the library. Since most projects are centered around the improvement of language arts, the greatest coordination is between Title I and Title II.

TITLE III ESEA

The Educational Diagnostic and Planning Center located in Cheyenne provides a multi-disciplinary approach for helping children with academic and behavioral problems, grades K-12, in all schools (public and non-public) within Laramie County, Wyoming.

When a child is accepted in a Title III program a complete diagnostic evaluation is made. An individualized program of remediation is formulated and carried out by the staff. This Center coordinates and supplements all available help for those children whose academic and behavioral deviation make them underachievers or potential dropouts.

U.S. Department of Agriculture Food Programs

In many schools there is coordination between the national food lunch program and Title I. Funds from Title I allotments have been used to defray the cost of free lunches for children unable to pay.

Three Title I schools conducted a cooperative breakfast program with the national food lunch program.

7. Success of Title I in bringing compensatory education to children enrolled in non-public schools

Wyoming has 11 LEA's with 20 non-public schools in their districts. All districts offer each non-public school an opportunity to participate in Title I projects each year. Eight districts of the 11 involve a total of 8 non-public schools in their Title I projects. The remaining 12 schools refused the opportunity to participate.

When projects were conducted

During regular school year	6
During regular school year and summer	1
During summer	1

Where projects were held

On non-public school grounds	6
On public school grounds	2

Adaptations to meet specific educational needs of the educationally deprived children in non-public schools were the same as in public schools. In all 8 projects non-public school children received and benefited from the identical services available to public school children.

There have been no changes in the legal interpretation of non-public school participation in compensatory education during the last year.

Joint planning, development, operation and evaluation of Title I projects have taken place at the local and State level through meetings of staff and administration.

Title I teachers and administrators are invited to participate actively in statewide conferences.

8. Coordinated teacher-teacher aide training programs

There were 27 projects out of 56 which involved 142 full-time and 6 half-time teacher aides in Title I services. All aides received coordinated teacher-teacher aide training with the staff they assisted. In instances where aides were hired during the summer this training took place through pre-school workshops a few days prior to the opening of school. Aides employed during the term were given training during school hours and after school by teachers and principals.

PROJECT STAFF DEVELOPMENT ----- Pre-Service and In-Service Training

(Required by law when aides are used in a Title I, ESEA, project)

a. Approximate amount of Title I funds used for pre-service and/or in-service training

-- and --

Approximate amount of local funds used for pre-service and/or in-service training $25,264.68

b. Approximate number of hours spent on pre-service and/or in-service training 3,136

c. Consultants used for either pre-service and/or in-service training are indicated by the numbers following the appropriate items:

Members of University staff	20
Members of College staff	67
Representatives of equipment manufacturers	10
Representatives of material suppliers	14
Specialists on the school staff	55
Principals	62
Administrators	41
Staff - Department of Public Instruction	33
Other (specify)	
Wyoming Association Retarded Children	4
Mental Health Officials	2
Consultants Outside and In-State	28
Teachers from other Districts	

e. Approximate number receiving training during the summer of 1969 and/or during the 1969/70 school year:

Teachers	540
Aides	134
Administrators	3
Nurses	1
Other	21

9. Community and parent involvement

A total of 1141 parents was involved in Title I projects in FY '70.

Outstanding examples of parent-community involvement in Title I projects follow:

(1) Parents working gratis as aides;

(2) Slimnastic classes sponsored by the YMCA in weight reducing;

(3) Parents conducting throat cultures in Title I schools;

(4) Room mothers from each class organizing Christmas programs and special parties;

(5) Parent Councils in Cheyenne Title I schools for for planning and evaluation of Title I projects;

10. Following are examples of Title I information disseminated throughout the State during FY '70 school year:

TITLE I

MATERIALS DISSEMINATED

STATE OF WYOMING

FY '70

THE STATE OF WYOMING

DEPARTMENT OF EDUCATION
CHEYENNE
82001

HARRY ROBERTS
STATE SUPERINTENDENT

December 11, 1970

TO: Superintendents, Principals, Curriculum Directors and Project Directors

FROM: Donald L. Byrnes
Evaluation Consultant

SUBJECT: Statistical Information compiled from Evaluation Reports
TITLE I ESEA - FY 1970

I.	Title I funds	
	A. Local School Districts (P.L. 89-10)	
	Allocated	$ 1,136,930.00
	Expended	1,129,222.00
	B. State Institutions (Handicapped) (P.L. 89-313)	
	Allocated	100,451.00
	Expended	90,794.00
	C. State Institutions (Neglected or Delinquent) (P.L. 89-750)	
	Allocated	49,182.00
	Expended	48,037.00
II.	State Statistics (P.L. 89-10)	
	A. Total operating LEA's in the State	157
	B. Number of LEA's participating in Title I	65
	(1) During regular school term only	51
	(2) During summer term only	1
	(3) During both regular school and summer term	13
	C. Number of Title I programs	56
	(1) Number of cooperative projects	13
	(2) Number of single projects	43
	D. Unduplicated number of pupils who participated in Title I programs	
	(1) Enrolled in public schools	15,773
	(2) Enrolled in non-public schools	516

III. Unduplicated count of children by grade level

A. Public and Non-public (P.L. 89-10)

Pre-K	93	7	1,373
K	753	8	1,196
1	1,484	9	992
2	1,464	10	585
3	1,718	11	549
4	1,622	12	519
5	1,536	Ungraded	828
6	1,577	Total	16,289

B. State Institutions (6 projects)

Handicapped (3 projects - P.L. 89-313)	339
Neglected or Delinquent (3 projects - P.L. 89-750)	174

IV. Cost per pupil

A. Public and Non-public	$ 69.32
Handicapped	267.82
Neglected or Delinquent	276.07

V. GENERAL EVALUATION OF THE PROJECT

Each project director checked one statement below which described most appropriately the overall evaluation of the impact of his project.

24	Project activities and services were designed to meet the educational needs of educationally deprived children, and were successful.
18	Project was successful, but the limited Title I funds available did not adequately fund the project.
0	Project had very little impact on raising the level of educational attainment of educationally deprived children participating in the program.
1	Project activities and services were not appropriate and are in need of revision
11	Project activities and services helped all the children rather than focusing on educationally deprived children.
54	Total projects reporting

VI. Project objectives

Project directors and staff indicated progress in achieving their objectives through percentages, test results and teacher-parent-children ratings. Following are the numbers of objectives in which substantial, some or little, or no progress was reported:

Substantial progress	Some progress	Little or no progress
152	88	0

VII. Duplicated count of projects and children by service from 54 projects

		Number of projects	Number of children
1.	Language Arts/Reading	46	6,608
2.	Arithmetic Instruction	20	2,568
3.	Health Services	18	3,674
4.	Aide Services	19	3,794
5.	Guidance Services	17	1,739
6.	Social Studies Instruction	13	1,834
7.	Science Instruction	12	1,690
8.	Field Trip Experiences	21	3,378
9.	Art Instruction	9	805
10.	Music Instruction	11	1,165
11.	Psychological Services	15	1,588
12.	Special Education for Handicapped	10	209
13.	Social Work Services	10	553
14.	Food Services	12	1,441
15.	Before School Study Facilities	12	400
16.	After School Study Facilities	11	199
17.	Parent Participation	10	1,141
18.	Physical Education Instruction	13	2,029
19.	Transportation Services	6	214
20.	Medical Services	11	3,600
21.	Attendance Services	5	283
22.	Tutorial Services	10	980
23.	Bilingual Speaking Pupils	3	106
24.	Recreational Programs	4	208
25.	Non-English Speaking Pupils	1	1
26.	Spanish Instruction	2	62
27.	Occupational Education	6	156
28.	Work Experiences	3	19
29.	Dropouts	2	61
30.	Migrant Children	2	91

VIII. NUMBER OF POSITIONS PROVIDED UNDER TITLE I

Report unduplicated count of full-time and part-time staff members engaged in this Title I project and paid (either salary or under contractual agreement) from project funds.

	Teaching Positions	Full Time	Half Time or less	Certificated	Certificated
1.	Teacher, Pre-kindergarten	5	2	2	5
2.	Teacher, kindergarten	1	3	4	0
3.	Teacher, Remedial Reading and Language Development	39	46	75	1
4.	Teacher, Science	0	2	2	0
5.	Teacher, Arithmetic	2	17	19	0
6.	Teacher, Social Studies	1	2	3	0
7.	Teacher, for Handicapped	11	4	12	3
8.	Teacher, Music	1	3	3	1
9.	Teacher, Art	3	3	6	0
10.	Teacher, Phys. Education	1	7	8	0
	Other teaching assignments not listed (specify)				
	Spanish	0	1	1	0
	Special First Grade	7	0	7	0
	Other Positions				
11.	Tutors	2	6	2	6
12.	Teacher Aide	123	31	0	154
13.	Librarian	8	3	4	7
14.	Supervisor/Administrator	2	16	17	1
15.	Guidance Counselor	4	5	9	0
16.	Psychologist	0	10	9	1
17.	Nurse	10	1	10	1
18.	Social Work/Attendance	0	2	2	0
19.	Bus Driver	1	5	0	6
20.	Custodian	2	9	0	11
21.	Clerical Position	7	21	1	27
	Other Positions (specify)				
	Special Aide	1	0	0	1
	Speech Therapist	1	2	3	0
	Totals	232	201	199	225

Other Positions (specify)

	Full time	Half Time or less	Certificated	Non-Certificated
Day Care Attendants	0	2	0	2
Vocational Trainer	1	0	0	1
Health Fitness	2	0	2	0
High School English Core	1	0	1	0
Learning Disability	1	0	1	0
Tester	2	0	2	0
Program Planner	2	0	2	0
Elementary Teacher	2	0	2	0
Social Studies, English and Reading	1	0	1	0
Business	1	0	1	0
Vocational Teacher	1	0	1	0
Home Economics	1	0	1	0
Totals	15	2	14	3

Think of the Kids, Too, in Reading and Social Studies

Title I, ESEA
Wyoming State Department of Education
University of Wyoming

June 1-5, 1970
Casper College
Casper, Wyoming

FIFTH ANNUAL
TITLE I READING CONFERENCE
with Combined Paperback Book Exhibit

CASPER COLLEGE
JUNE 1–5, 1970

Theme: Think of the Kids, Too, in Reading and Social Studies

MONDAY, JUNE 1

1:00 to 4:00 PM	Enrollment and Room Assignment - Casper College Center
7:00 PM	FIRST GENERAL SESSION - Banquet at Ramada Inn Presiding: Mrs. Hazel S. Guider, Reading Consultant and Conference Director, State Department of Education
	Invocation - Mrs. Sandra St. Clair, Lord's Prayer in Indian Sign Language
	"Life, Liberty and the Pursuit of Literature" - Dr. Charles Reasoner, Professor of Language Arts and Children's Literature, New York University, dinner speaker

TUESDAY, JUNE 2

8:30 AM	SECOND GENERAL SESSION - Durham Hall in Aley Fine Arts Building
	Presiding: Mr. Merle V. Chase, Director, Federal Programs, State Department of Education
	Pledge of Allegiance
	Invocation
9:00 AM	Welcome - Dr. Tilghman Aley, President, Casper College
	Introductory Remarks - Dr. Roger Hanson, Assistant Superintendent of Public Instruction
9:45 AM	Stretch
10:00 AM	"Identity, Involvement, and Learning" - Mr. Richard Hawes, Assistant Director, Educator Training Center, Los Angeles, California
11:30 AM	Announcements and Exhibits
12:00 Noon	Lunch and Exhibits
1:30 PM	THIRD GENERAL SESSION
	Presiding: Mr. James Tangeman, Guidance Consultant, State Department of Education
	"Books Help Children Try on Life for Size" - Dr. Charles Reasoner, Professor of Language Arts and Children's Literature, New York University
2:45 PM	Coffee Break and Exhibits
3:00 to 4:30 PM	College Credit Discussion Groups
7:00 to 9:00 PM	Exhibits will remain open; courtesy of exhibitors

WEDNESDAY, JUNE 3

8:30 AM	FOURTH GENERAL SESSION Presiding: Mr. Glenn Reynick, Evaluation Consultant, State Department of Education "Applying Linguistic Knowledge in the Classroom" - Miss Gertrude Brucklacher, Reading Field Editor, Ginn and Company
10:00 AM	Announcements, Exhibits, and Coffee Break
10:30 AM	Work Sessions A-M -- Science Building (See opposite page for details on work sessions)
12:00 Noon	Lunch and Exhibits
1:30 PM	FIFTH GENERAL SESSION Presiding: Mr. Alan G. Wheeler, Social Studies Consultant, State Department of Education "Helping Children to Acquire Understanding About Future Social Problems and Events" - Dr. Clyde Kohn, Professor of Geography and Chairman, Department of Geography, University of Iowa
2:45 PM	Coffee Break and Exhibits
3:00 to 4:00 PM	Work Sessions A-M -- Science Building (See opposite page for details on work sessions)
7:00 PM	College Credit Discussion Groups

WORK SESSIONS A-M -- Science Building

A. "Language Arts Achievement" - Mr. John Brennan, Hoffman Electronics Corporation

B. "Reading 360" - Miss Muriel Bentson, Ginn and Company

C. "Impact Series" - Mrs. Charlotte Brooks, Teacher, Washington, D.C.

D. "Making Transparencies" - Team from 3M Company

E. "The Newspaper as a Tool" - Dr. Maurice Laughlin, National Observer

F. "Listen, Look & Learn" - Mr. Paul Dickerson, Educational Developmental Laboratories, Inc.

G. "Minicourse - Questioning Strategies" - Mr. E. T. Fuerst, Macmillan Company

H. "Montessori" - Mrs. Kay Saltus, Montessori School, Denver, Colorado

I. "For Better Understanding" - Mr. Richard Hawes, Educator Training Center

J. "Research and Its Application in Social Studies" - Dr. Jonathon McLendon, University of Georgia

K. "Educational Research Council Social Science Program" - Miss Dorothy Collins, Allyn & Bacon, Inc.

L. "Creative Approaches Make Creative Vocabulary" - Miss Joy Hebert, Encyclopaedia Britannica Educational Corporation

M. "Peabody Rebus Reading" - Dr. Richard Woodcock, American Guidance Services, Inc.

Classes used for demonstration teaching under sessions B, C, and I have been arranged by courtesy of Mr. J. R. Kirby, Assistant Superintendent of Instruction, Casper, and the teachers of the Casper School System.

THURSDAY, JUNE 4

8:30 AM	SIXTH GENERAL SESSION Presiding: Mr. James Tangeman, Guidance Consultant, State Department of Education "45 Ways to Teach Reading" - Dr. Richard Woodcock, American Guidance Services, Inc.
10:00 AM	Announcements, Exhibits, and Coffee Break
10:30 AM	Work Sessions A-M -- Science Building (See reverse side of page for details on work sessions)
12:00 Noon	Lunch and Exhibits
1:30 PM	SEVENTH GENERAL SESSION Presiding: Mr. Merle V. Chase, Director, Federal Programs, State Department of Education "Language and Learning: How to be a Content Content Teacher" - Dr. Justin Fishbein, Director, Reading Department, Science Research Associates
2:45 PM	Coffee Break and Exhibits
3:00 PM	Work Sessions A-M -- Science Building (See reverse side of page for details on work sessions)
4:00 PM	Good night

FRIDAY, JUNE 5

8:00 AM	EIGHTH GENERAL SESSION
	Presiding: Mrs. Hazel S. Guider, Reading Consultant and Conference Director, State Department of Education
	"Practices That Promote Better Reading in Social Studies and Better Social Studies Learning Through Reading" - Dr. Ralph Preston, Professor of Education, University of Pennsylvania
9:30 AM	Coffee Break and Exhibits
10:00 AM	"Strategy and Content for Reading Programs in the 1970's" - Dr. Ernest Hilton, Vice President, Secretary, and Director, Harcourt, Brace & World, Inc.
11:30 AM	Summarization
12:15 PM	Lunch
	Clear quarters and goodbye

YOUR CHILD

AND

THE TITLE I DIAGNOSTIC TEAM

SCHOOLS:

Cole, Corlett, Hebard and St. Mary's

School District #1

Cheyenne, Wyoming

WHAT IS LEARNING?

The dictionary defines learning as gaining knowledge or understanding of an idea by study, instruction, or investigation.

WHAT DO WE HAVE TO DO WITH LEARNING?

The schools and teachers provide an atmosphere in which the student can learn.

DOES EVERYONE LEARN IN THE SAME WAY?

NO! We all have different ways, rates, and styles of learning. We, as teachers, recognize this and want to help each student in his own way.

WHAT IS A LEARNING DISABILITY?

A child with a Learning Disability is an average child who seems to have some learning blocks. The following might be examples of learning blocks:

1. The child doesn't follow directions because he doesn't understand them.
2. The child may not talk much because he has trouble telling or showing others what he is thinking about.
3. The child can't remember what he's heard or seen.
4. The child draws 'funny' pictures because he can't see things as they really are.
5. The child may seem clumsy because he hasn't learned to control his muscles.
6. Reading may be difficult because the child can't remember or put together symbols and letters.

WHO IS THE TITLE I DIAGNOSTIC TEAM:

Cole School (632-3663): Dick Wagner, Principal
June Hawn, Developmental Teacher
Nina Belle Hoy, Nurse

Corlett School (634-1256): Waylon Edwards, Principal
Charlouise Buckles, Developmental Teacher
Daisy Parker, Nurse

Hebard School (634-7151): Bruce Nelson, Principal
Audrey Horsman, Developmental Teacher
Carla Romano, Nurse

St. Mary's (638-9268): Sister Elizabeth, Principal
Katherine Vehar, Developmental Teacher

The following people serve all four schools:

Peggy Carr, Speech Therapist
Beth DeFratis, Programmer
Charles Douthit, Counselor
Juanita Feuck, Psychometrician
Phyllis Kinney, School Psychologist

The classroom teacher always takes part in any discussion of the children from her room.

WHAT DO THESE PEOPLE DO?

1. The classroom teacher may want more information about how she can best work with a student in her classroom. She begins the referral by filling out an academic history on the student.

2. The school nurse obtains permission from the parents to proceed with the referral. She then fills out a developmental history based on how the parents see the child at home, what his birth history was, and how he grew before he entered school. The school nurse is also responsible for health information: vision and hearing tests, physical examinations, etc.

3. The psychometrician gives the child some tests and prepares a psychological evaluation which enables the Diagnostic Team to see how the child learns and what he's capable of learning.

4. The speech therapist sees the child in order to evaluate speech and language behavior.

5. The Developmental Teacher makes an educational evaluation which shows what the child can do in reading, arithmetic, etc.

6. The principal then schedules the date and time for staffing.

WHAT IS A STAFFING?

At a staffing the Diagnostic Team looks at all the information that has been gathered and attempts to evaluate the child's strengths and weaknesses and recommend ways in which the Classroom Teacher can best work with the child.

When we staff:

1. The classroom teacher always takes part.
2. We compare tasks and scores on a variety of tests.
3. We look for patterns of behavior.
4. We look for the way the child learns.
5. We ask where in the school day is he different.
6. We want to know to what kinds of questions he offers no response.
7. We ask in what manner does he study.
8. We want to know what kinds of tasks he can and cannot do.

WHAT HAPPENS AFTER THE STAFFING?

A program is written to fit the learning abilities of the individual child. The Diagnostic Team works closely with the classroom teacher to put these ideas into instructional practices. Sometimes a child might also work with the Developmental Teacher for additional instruction by himself or with a small group of children. The counselor may see the child individually or as part of a small group. After the program has been put to work, the school will discuss with the parents what they are doing to help the child.

This program will not always answer the questions and problems. There will be times when ideas and practices have not worked as we thought they would. By continuous evaluation of the program and how the child is progressing, we hope to be able to recognize our errors and change the program if needed.

Education of a child involves the home and the school working closely together. We hope you will always feel free to contact the school any time you have questions to ask or comments to make.

BASIC PHILOSOPHY OF THE TITLE I DIAGNOSTIC TEAM:

We are interested in Humanizing Education so every student has meaningful learning experiences.

Instead of turning out robots---
we are more interested in studying the students' needs and interests in order that learning can be an enjoyable and profitable experience.

THE DIAGNOSTIC TEAM SERVICES ARE:

1. to help teachers better understand all children they are dealing with and to provide a better understanding of the individualized approach.

2. to strengthen the educational program so that the needs of the children are met.

3. to improve those aspects in the school environment which help learning and to change those aspects which get in the way of development.

4. to design programs based on the student's personal style of learning.

5. to strengthen educational programs to assure more meaningful participation and involvement in classroom and field experiences designed to stimulate curiosity, meet cultural needs, and develop the use of all physical senses.

I give _____ School permission to proceed with their evaluation of my child _____ in order that they may work in the best possible manner for the fulfillment of my child's potential.

_____
(Parent's signature)

_____
(Date)

RELEASE OF INFORMATION
Title I Diagnostic Team

Date:_____

To:_____

Re:_____

For:_____

I hereby authorize you to forward any/all information or reports requested concerning my case to -

Signed:_____

Witness: (Signed)_____

PERMISSION SLIP
Title I Diagnostic Team

I give _____ School

permission to proceed with their evaluation of

_____

in order that they may work in the best possible

manner for the fulfillment of my child's potential.

_____

(Parent's signature)

_____

(Date)

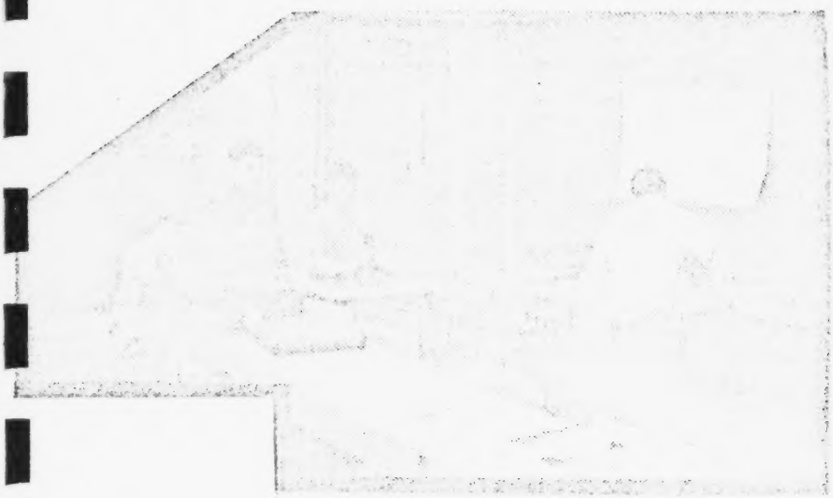
Jan. 11, 1970

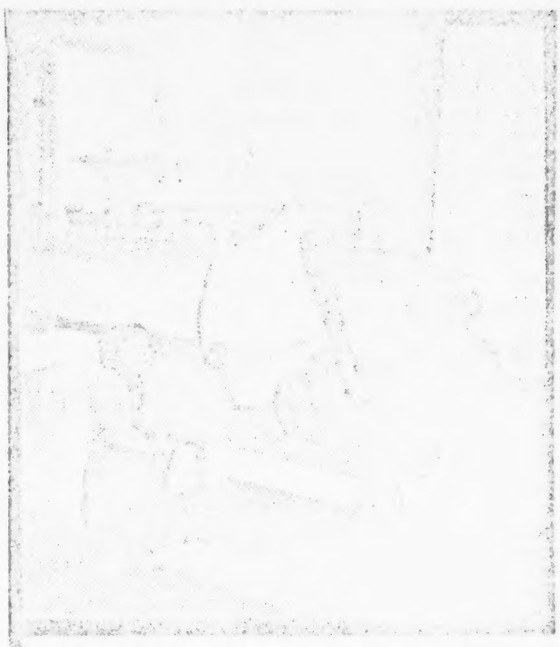
Sun DAY Magazine

Cheyenne

41

FUNDS Aid in Solving Education Problems Early





Three Cheyenne elementary schools are implementing their educational agenda with the Title I program, funded by the federal government.

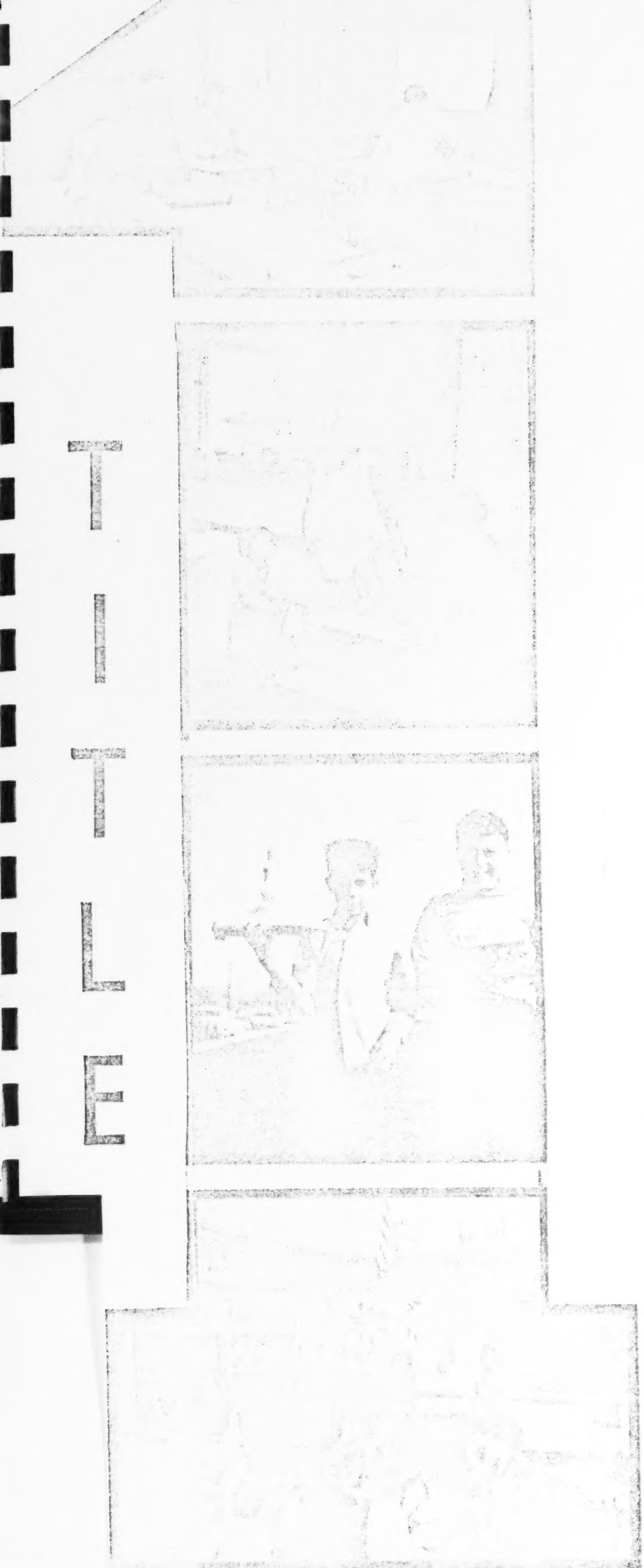
The teachers at these schools—Cole, Hebard and Corlett—are finding that Title I helps to detect learning disabilities in the early grades and provides pilot educational programs, guidance counseling and greater parent/community involvement.

What is Title I? It is a program funded by the federal government enabling schools located in "target areas" to offer special educational programs and services specifically geared to students from those areas. (Target areas coincide rather closely with the Model Cities areas in Cheyenne.)

Such federal funds do not replace local school dollars, but rather make possible employment of additional personnel and conducting of more educational programs to supplement the regular school curriculum.

Cole, Hebard and Corlett apply for the Title I federal funds annually through Laramie County School District No. 1, which take the initiative in applying for available federal Monies and programs. The application specifes the amount of money needed and the ways it will be used to fulfill educational needs in the target areas. Needs of the three schools are jointly determined by the principals working together with parent advisory groups.

Upon approval of the application, the federal government submits the funds to the schools through the Wyoming State Department of Education. This year's Title I funds for the three schools total $137,148.



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One of the special services provided by the Title I schools is early detection of learning disabilities in the primary grades. Detection is made primarily by a 10-member diagnostic team consisting of Dr. Phyllis Kinney, school psychologist who works one day a week in the three Title I schools and the remainder of the time at the Educational Diagnostic Planning Center; Charles Douthit, Title I elementary counselor; Mrs. Juanita Keuck, Title I psychometrician (tester); the three school nurses -- Mrs. Sarah Curry, Hebard; Mrs. Daisy L. Peele, Corlett and Mrs. Nina Toy, Cole; Mrs. Beth DeFratis, program developer who writes a specialized program (educational plan) for a student after the team has co-operatively determined what his particular learning

disability is and how to overcome it; and three developmental teachers, one from each school—Mrs. Charlouise Buckles, Corlett; Mrs. Audrey Horsman, Hebard and Mrs. June Hawn, Cole—each of whom begins the prescriptive individualistic program and works with the respective classroom teachers.

The diagnostic team meets every Monday in a different Title I school to consider students who have learning problems and have been referred to the team by the respective classroom teachers. The group considers all background information, testing results, personal files, counseling and information furnished by classroom teachers.

Considering the programer's recommendations, together the team decides what program should be followed for an individual student. The program is then implemented in the classroom by the regular teacher working with the developmental teacher and programmer.

Three University of Wyoming guidance majors also work with the diagnostic team and the Title I schools on a part-time basis each semester. They work as interns and receive no pay.

The three principals agreed that teachers and special personnel are the core of the Title I program. They pointed out, "It takes a special type of person to work in the target areas—one who is aware of the needs and is able to empathize with the people."

Another special service provided by Title I schools is an opportunity to implement pilot education programs such as team teaching when two or three teachers work co-operatively, educational programs for advanced students and learning centers in individual classrooms using various audio-visual equipment and special instructional materials provided by Title I funds. Other pilot programs include in-service trips for educators and administrators to visit nationally-recognized programs in schools throughout the nation and developing an individualized instructional program.

Title I funds also make it possible to furnish free lunches and free breakfasts to students living in target areas. The three school principals—Waylon Edwards at Corlett, Bruce Nelson at Hebard and Richard K. Wakner at Cole—said participation in their school lunch programs has doubled and students' attendance has improved since the inception of the project.

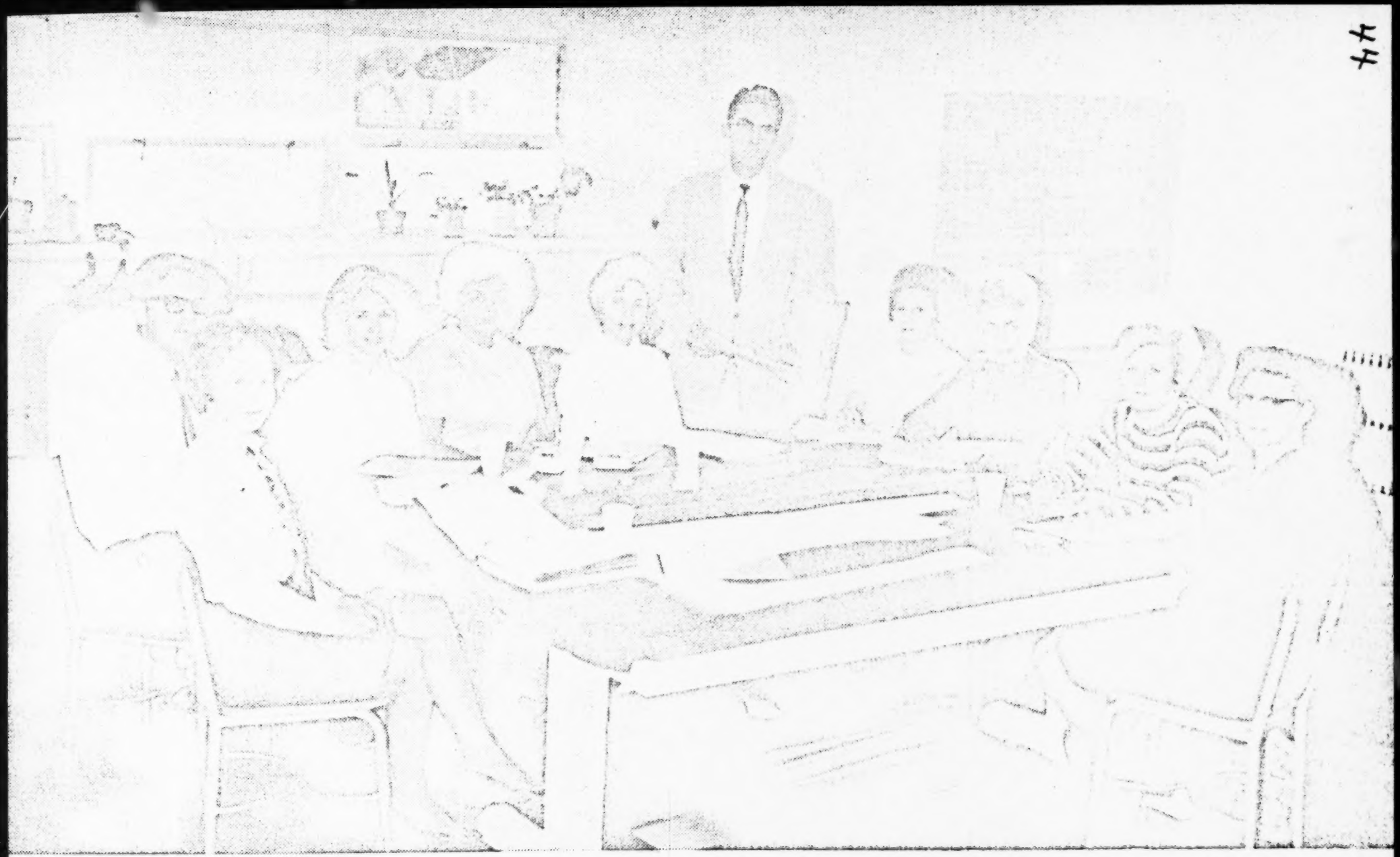
Other special services provided in the three elementary schools through Title I funds are extra health instruction covering such areas as better grooming and proper care of teeth, additional speech therapy work, audio-visual equipment and supplies, remodeling such as enlarging the team room at Hebard School and expanding instruction areas, more physical education programs such as swimming classes and employment of four general teacher aides in addition to the three aides provided in Title I schools by Laramie County School District No. 1. (Aides help teachers by doing clerical work such as correcting papers and filling out reports.)

More parent and community involvement is one of the major benefits of the services provided by the Title I schools. This involvement is primarily made possible by the co-operative liaisons the Title I schools have with other federal programs in Cheyenne which provide supplementary activities in the communities surrounding the three schools.

Such liaisons include co-ordinating Title I projects with the Model Cities Program, the Community Action Agency of Laramie County (CAA), U. S. Office of Economic Opportunity and Volunteers in Service to America (VISTA). (Five VISTA volunteers are working in the three Title I schools this year.)

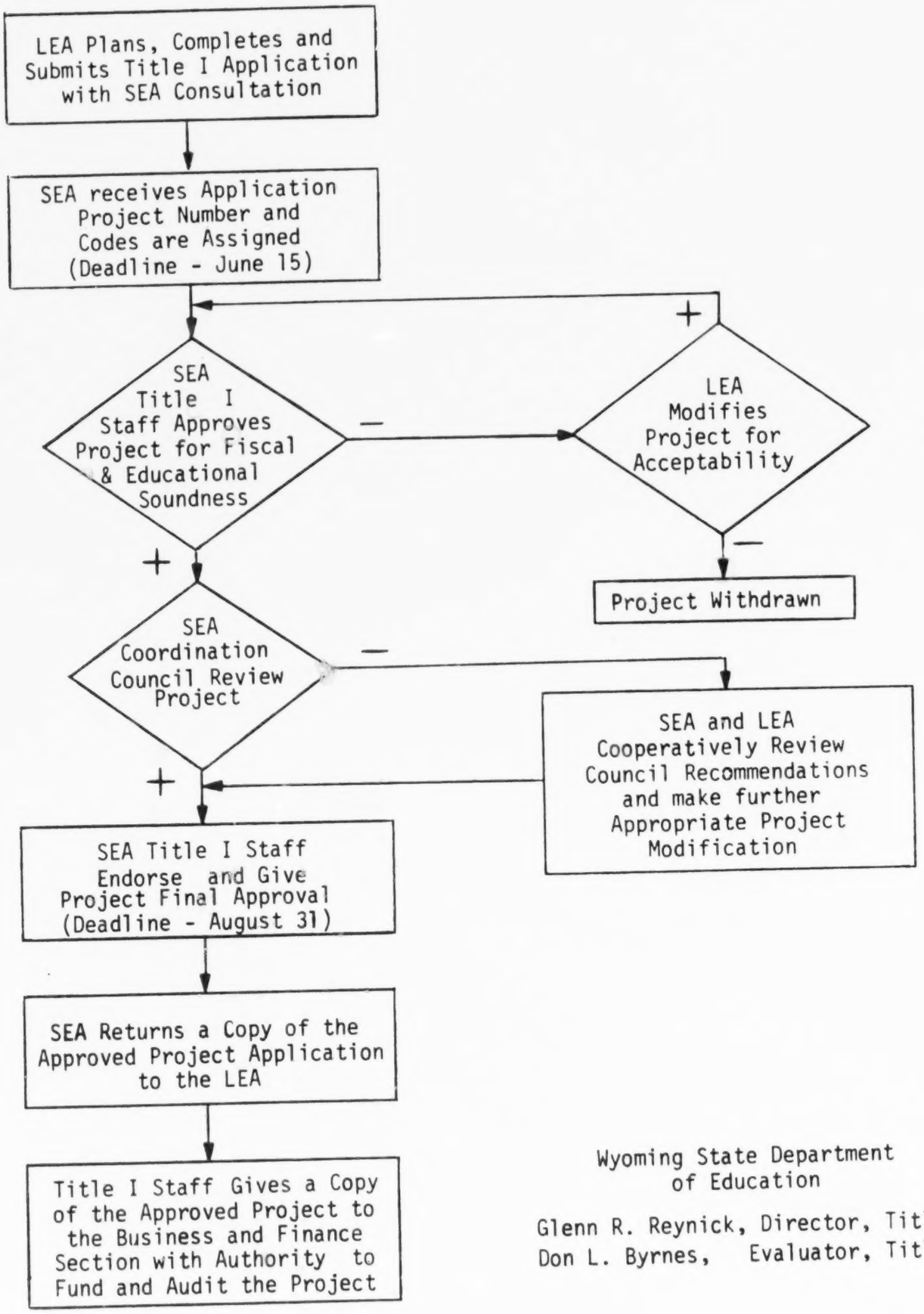
One of the interconnected projects is the VISTA open school program. Co-ordinated with local school officials and the CAA, the program has opened the schools for the communities' use at no charge to participate in after-school adult and juvenile recreation and education programs. The program includes basketball, and exercise, knitting and cooking classes. The CAA supervises basketball games for junior high students, and the University of Wyoming Extension Service and Laramie County Home Demonstration Agent provide leaders for various classes. Scout and 4-H groups conduct meetings in the school buildings, too.

Another way in which the Title I schools are becoming community centers with total family involvement is by parents doing volunteer work during the school day such as helping with throat cultures, lunch programs and in the library.



TITLE I DIAGNOSTIC TEAM MEMBERS meet at Hebard Elementary School. Left to right are Mrs. Charlouise Buckles, developmental teacher at Corlett Elementary; Charles Douthit, Title I elementary counselor; Mrs. Beth DeFratis, program developer; Mrs. Audrey Horsman, development teacher at Hebard; Dr. Phyllis Kinney, school psychologist; Bruce Nelson, Hebard principal; Mrs. Myra Aubuchon, fourth grade teacher at Hebard who is meeting with the team; Mrs. Juanita Keuck, Title I phychometrican (tester); Mrs. Sarah Curry, Hebard school nurse; and Mrs. June Hawn, developmental teacher at Cole Elementary.

Wyoming ESEA Title I Project Approval Procedure


LEA Plans, Completes and Submits Title I Application with SEA Consultation
SEA receives Application Project Number and Codes are Assigned (Deadline - June 15)
SEA Title I Staff Approves Project for Fiscal & Educational Soundness
+
—
LEA Modifies Project for Acceptability
+
—
Project Withdrawn
SEA Coordination Council Review Project
—
SEA and LEA Cooperatively Review Council Recommendations and make further Appropriate Project Modification
+
SEA Title I Staff Endorse and Give Project Final Approval (Deadline - August 31)
SEA Returns a Copy of the Approved Project Application to the LEA
Title I Staff Gives a Copy of the Approved Project to the Business and Finance Section with Authority to Fund and Audit the Project

Wyoming State Department
of Education

Glenn R. Reynick, Director, Title I
Don L. Byrnes, Evaluator, Title I

November 1, 1970

TITLE I, ESEA
WYOMING STATE DEPARTMENT OF EDUCATION

Monitoring Procedural Questions to
Local Educational Agencies
By
State Title I Office

I. APPLICATION FORM

A. Has the application form been properly completed?

B. Have two or more neighboring districts explored the possibility of forming a cooperative?

II. STATUTORY REQUIREMENTS

A. Does the applying district meet statutory requirements specified in the Elementary-Secondary Education Act? (No reduction in district fiscal effort; project requests less than 30% of current expense budget; assurances of application form complied with, etc.)

III. NEEDS ASSESSMENT

A. How do you feel about needs assessment at the local level?

B. How do you assess your local needs?

C. Do you have an established priority of needs?

D. Are the specified needs in the proposal primarily concerned with children of low-income families?

E. What substantial evidence do you have that needs are met?

IV. PERFORMANCE OBJECTIVES

A. How do you feel about performance objectives?

B. Are the objectives listed in the proposal directly related to the specified needs?

C. Are objectives written in measurable terms?

D. To what extent are the classroom teachers aware of objectives to be reached?

E. To what extent is the project teacher aware of objectives to be reached?

F. To what extent is the administration aware of objectives to be reached?

V. EVALUATION

A. Have the evaluation forms been properly completed?

B. How do you feel about the present evaluation forms?

C. To what extent are the provisions for and the methods of evaluation being provided? What methods of evaluation are you using?

D. What percentage and/or number of children diagnosed as needing special services under Title I funds is being transferred back into the regular classroom without further need of Title I services?

VI. SELECTION

A. What is the procedure for selection of students for the project?

B. To what extent is the procedure used to choose participants satisfactorily?

C. To what extent does the project teacher feel the method of selection is satisfactory?

D. To what extent do the classroom teachers feel the method of selection is satisfactory?

E. To what extent does the administration feel the method of selection is satisfactory?

VII. TARGET SCHOOLS

A. Do you have any problem identifying target schools or project schools? (These are any school units within your district which are eligible for Title I funds).

B. Are all eligible schools in your district receiving benefits?

C. Does the project provide for the participation of all eligible children in the project area? (Public and private school pupils; dropouts)

VIII. CONCENTRATION

A. How do you feel about the trend toward concentration of funds at the primary level?

B. Are your monies being concentrated on the lower grades?

C. Are these areas, where monies are concentrated, the greatest areas of need or priority?

D. Are your monies being concentrated on fewer children?

IX. COMPARABILITY

A. How do you feel about the topic of comparability?

B. Does your district show comparability between Title I schools and non-Title I schools?

C. Does the project represent an addition to the existing educational program? (Supplementing - not Supplanting)

D. What data do you have demononstrating comparability of services?

X. PARENTAL and COMMUNITY INVOLVEMENT

A. Do you believe parents should be involved?

B. To what extent are parents of participants involved by project teachers?

C. To what extent are parents of participants involved by classroom teachers?

D. To what extent does the administration involve parents of the participants?

E. How many levels of parental opinions do you sample?

F. How much involvement is there of parents of minority children?

G. What are your future plans for further parental involvement?

H. Has the project been coordinated with other related projects in the community?

XI. DISSEMINATION

A. What methods are you using in relating information about your Title I project to the local community?

B. What methods are you using in relating information about your Title I project to the State Title I office?

C. How many items were disseminated in the six months? The last three months? The last month?

D. What plans have been made for disseminating intermediate results as well as final conclusions?

E. What plans do you have for future improvement in dissemination procedures?

XII. IN-SERVICE TRAINING

A. Is an adequate number of trained personnel available to conduct the project?

B. Has provision been made for the training of participating personnel to assure the success and continuance of the project?

GENERAL COMMENTS (Size, Scope, Quality; Assurances honored; Etc.)

Objective #

Date and Time Interval _____

INSTITUTIONAL VARIABLES

	INSTRUCTIONAL VARIABLES				
	Organization	Content	Method	Facilities	Cost
STUDENT					
TEACHER					
ADMINI-STRATOR					
EDUCATIONAL SPECIALIST					
FAMILY					
COMMUNITY					

TITLE I, ESEA, in WYOMING

GUIDELINES FOR INDIVIDUAL OBSERVANCES

School _____ Teacher _____

Date _____ Observer _____

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Girls													
Boys													

INSTRUCTIONS:

The evaluator should circle the number which best expresses his rating of each item.

RATING:

1 = Minimum
2 = Below average
3 = Average
4 = Above average
5 = Maximum

1.	To what extent do the observed activities meet the objectives to be reached?	1	2	3	4	5
2.	To what extent are the physical aspects of the location and/or classroom adequate? (Lights, blackboards, desks, space, ventilation, noise, etc.)	1	2	3	4	5
3.	What is the extent of observable participant interest and enthusiasm for the project and/or lesson?	1	2	3	4	5
4.	What is the extent of observable staff interest and enthusiasm for the project and/or lesson?	1	2	3	4	5
5.	To what extent does the teacher and/or teachers introduce and conduct a session which is motivating?	1	2	3	4	5
6.	To what extent does the teacher and/or teachers introduce and conduct a session that is relevant?	1	2	3	4	5
7.	To what extent does the teacher and/or teachers introduce and conduct a session that is simple?	1	2	3	4	5
8.	To what extent does the teacher and/or teachers introduce and conduct a session that is effective?	1	2	3	4	5
9.	To what extent are provisions being made for individual differences and/or individual instruction?	1	2	3	4	5

10.	To what extent are there sufficient instructional materials available?	1	2	3	4	5
11.	To what extent is there sufficient equipment available?	1	2	3	4	5
12.	To what extent are there physical resources (location) available for the project?	1	2	3	4	5
13.	To what extent are classroom displays appropriate, attractive, or useful to project?	1	2	3	4	5
14.	To what extent is the atmosphere of the classroom positive toward accomplishment of project objectives? (Teacher-pupil relationship; pupil-pupil relationship)	1	2	3	4	5
15.	To what extent does the teacher and/or teachers use the materials and methods?	1	2	3	4	5
16.	To what extent does the teacher and/or teachers project personality? (Use of voice, mannerisms which add or detract from lesson)	1	2	3	4	5
17.	To what extent does the teacher and/or teachers make good use of time? (Pacing, number of activities and time spent on each)	1	2	3	4	5

As a professional observer please give a general evaluation of the program and your suggestions for its improvement.

TITLE I, ESEA

PROJECT SUMMARY
1969–1970

WYOMING

STATE DEPARTMENT OF EDUCATION

Harry Roberts, State Superintendent

Of Public Instruction

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Wyoming

SUMMARY OF TITLE I, ESEA, PROJECTS FOR FY '70

P.L. 89-10

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
1.	LOVELL District #3	Art Supervision & Corrective Reading Project offers art supervision and corrective reading to 914 public school pupils in grades K through 12 Contact: Francis E. Hecker 570 Shoshone 548-2247	$ 11,491.00	Glenn E. Engelking 502 Hampshire Lovell 82431 Phone: 548-2256	Regular
2.	LARAMIE Whiting School	Remedial Reading, Language Arts & Improvement Program Project offers remedial reading and language arts instruction to 195 public school and 345 private school pupils in grades 1 through 6. Total pupils: 540 Contact: Amie Andrews Whiting School Ninth Street at Kearney Phone: 745-7997	$ 45,153.00	Dr. William Conklin Administration Building Laramie 82070 Phone: 742-2179	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
3.	HULETT COOP District #1 & HS	Health & Remedial Reading Project offers health services and remedial reading to 115 public school pupils in grades 1 through 12 Contact: Superintendent	$ 13,434.00	Jim Bare Hulett 82720 Phone: 467-5633	Regular
4.	EVANSTON District #1	Remedial Reading & Mathematics Project offers remedial reading & mathematics during summer session; speech correction and Elementary Materials Center during regular term for 588 public school pupils in grades K through 10 Contact: Superintendent	$ 14,998.00	A.L. Newton 931 Summit Evanston 82930 Phone: 789-2789	Regular and Summer
5.	SUNRISE CONS. (Guernsey)	Remedial Reading Project offers remedial reading to 55 public school pupils in grades 1 through 8 Contact: Superintendent	$ 8,578.00	Blaine V. Campbell 172 West Burlington Guernsey 82214 Phone: 836-2319	Regular
7.	AFTON CONS. District #19	Developmental Reading, Cultural Enrichment and Teacher Aides Project offers reading, music appreciation and creative experiences to 242 public school pupils in grades K through 12 Contact: Superintendent	$ 37,547.00	Carwin H.Linford Afton 83110 Phone: 886-5226	Regular

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STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
8.	LYMAN District #6	Reading Improvement Project offers remedial reading to 42 public school pupils in grades 3 through 8 Contact: Superintendent	$ 6,473.00	S.L. Cummings Box 196 Lyman 82937 Phone: 782-6195	Regular
9.	COWLEY District #28	Language Arts Improvement Project offers reading, speech and other language arts to 70 public school pupils in grades K through 12 Contact: Superintendent	$ 7,316.00	Floyd G. Ellis Box 38 Cowley 82420 Phone: 548-7698	Regular and Summer
10.	MOUNTAIN VIEW District #4	Remedial Reading Project offers remedial reading to 40 public school pupils in grades 2 though 8 Contact: Superintendent	$ 5,341.00	Clarence B. Lammers Box 138 Mountain View 82939 Phone: 782-6341	Regular
11.	KEMMERER District #1	Teacher Aides Project offers teacher aides to 970 public school pupils in grades K through 12 Contact: William M. Fox Phone: 877-3636	$ 7,930.00	Robert G. Naylor Kemmerer 83101 Phone: 877-3456	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
12.	WHEATLAND District #9	Remedial Reading Laboratory Project offers remedial reading, instructional and health services (also food for children from low-income families) to 110 public school pupils in grades 2 through 9 Contact: Superintendent	$ 23,143.00	Lewis Moulton 1209 13 Street Wheatland 82201 Phone: 332-2434	Regular
13.	CASPER COOP District #2 & HS	Reading Improvement & Experimental Materials Project Project offers special reading programs, experimental materials and health services to 540 public school and 381 private school pupils in grades 3 through 8 Total pupils: 921 Contact: Walter A. Savage	$ 150,835.00	Dr. Maurice F. Griffith 8 Street and Elm Casper 82601 Phone: 237-9571	Regular
14.	SARATOGA District #9	Remedial & Individualized Instruction Project offers remedial reading and individualized instruction to 43 public school pupils in grades 3 through 9 Contact: Lois Ward	$ 12,300.00	John C. Tynon Box 98 Saratoga 82331 Phone: 326-5271	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
15.	LANDER Valley HS	High School Remedial Reading Project offers remedial reading to 110 high school pupils in grades 9 through 12 Contact: Gene G. Patch Phone: 332-2865	$ 8,254.00	Dr. John W. Reng 1000 Main Street Lander 82520 Phone: 332-4711	Regular
16.	WORLAND School District	Continuation of Educational Improvement Program Project offers cultural enrichment, reading, speech, other language arts, teacher aides and equipment to 87 public school pupils in grades 1 through 6 Contact: Superintendent	$ 40,298.00	John H. Seyfang 220 Big Horn Avenue Worland 82401 Phone: 347-2279	Regular
17.	ETHETE District #14	Improvement of Academic Achievement Project offers teacher aides and free or reduced price lunches and clothing where needed to 263 public school and 219 private school pupils in grades K through 8 Total pupils: 482 Contact: Superintendent	$ 27,618.00	Silas Lyman Ethete Route Lander 82520 Phone: 332-2738 332-2733	Regular and Summer

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
18.	ENCAMPMENT District #18	Remedial Reading, Kindergarten, Library Services & Teacher Aides Project offers library programs throughout regular term, kindergarten and remedial reading services during summer term, teacher aides and curriculum workshop to 122 public school pupils in grades 1 through 12 Contact: Dorothy Wolford	$ 7,866.00	Ira A. Tolley Box 277 Encampment 82325 Phone: 327-5542	Regular and Summer
19.	DOUGLAS COOP District #17 and CCHS	Developmental Reading & Mathematics Project offers remedial reading, individualized mathematics instruction workshop and teacher aides to 988 public school pupils in grades K through 12 Contact: Superintendent	$ 26,154.00	Dr. Leonard L. Gregory Box 189 Douglas 82633 Phone: 358-2370	Regular and Summer
20.	TORRINGTON District #3	Enrichment & Remedial Program Project offers remedial instruction, enrichment materials, psychological testing and teacher aides to 250 public school pupils in grades K through 6 Contact: Superintendent	$ 42,240.00	Blaine Ronne 25 Street & West E Torrington 82240 Phone: 532-2172	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIAGED BY STATE AGENCY	SUPERINTENDENT	TERM
21.	FT. WASHAKIE District #21	Improvement of Educational & Social Standards Project offers instructional activities and supporting services, library assistance and teacher aides to 273 public school pupils in grades K through 8 Contact: Superintendent	$ 14,566.00	Leon Lanoy Box 110 Ft. Washakie 82514 Phone: 332-2380	Regular
22.	NEWCASTLE District #1	Reading Skills Center Project offers remedial reading center and supportive activities to 80 public school and 6 private school pupils in grades 1 through 9 Total pupils: 86 Contact: Nellie M. Boulden Phone: 746-2145	$ 11,157.00	A.L. Albert School Administration Building Newcastle 82701 Phone: 746-4451	Regular and Summer
23.	FT. LARAMIE COOP (Ft. Laramie (Lingle (Goshen Hole	Improvement of Skills & Attitudes Project offers improvement in classroom performance, instruction in reading, other language arts and mathematics to 87 public school pupils in grades 1 through 7 Contact: Superintendent	$ 12,138.00	Dan R. McMichael Box 126 Ft. Laramie 82212 Phone: 837-2484	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
24.	CODY District #6	Continuation of Extended School Year Project offers nine months extended school year (regular school year and four weeks summer program, including one hour sessions each, before and after school). Sessions offer corrective instruction in language arts, mathematics, social studies, science, Spanish, counseling, testing and parent participation, to 412 public school pupils in grades 1 through 9 Contact: Glenn E. Livingston Phone: 587-4271	$ 26,521.00	Dr. Robert G. Schrader 1225 Tenth Street Cody 82414 Phone: 587-4253	Regular and Summer
25.	MOORCROFT COOP District #16 and CCHS	Health Fitness & Remedial Reading Project offers remedial reading, health services and school nurse (no physician in Moorcroft) to 98 public school pupils in grades pre-K through 12 Contact: Superintendent	$ 7,283.00	Mike Melonuk Box 158 Moorcroft 82721 Phone: 756-3446	Regular
26.	THERMOPOLIS COOP District #9 and HCHS	Enrichment and remedial programs in selected study areas Project offers continuation of basic program in special and remedial reading, equipment and audio-visual materials and in-service training for 1210 public school pupils in grades K through 12 Contact: Superintendent	$ 13,757.00	Norman O. Mikkelson 331 Park Avenue Thermopolis 82443 Phone: 864-3980	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
27.	SUNDANCE COOP District #1 & CCHS	Health & Instructional Services Project offers health services and individualized instruction to 539 public school pupils in grades K through 12 Contact: Gerald D. Wolfe	$ 7,283.00	Roger D. Thorson Box 555 Sundance 82729 Phone: 283-1007	Regular
28.	RIVERTON District #25	Language Arts & Related Abilities Project offers teacher aides, librarian, individualized instruction, language arts and social worker for 1475 public school and 148 private school pupils in grades 1 through 12 Total pupils: 1623 Contact: Superintendent	$ 51,789.00	Neal F. Carroll 121 North Fifth Street W. Riverton 82501 Phone: 856-9407	Regular
29.	SHERIDAN COOP District #1 & Woodland Park	Teacher Aide Program Project offers mathematics, social studies, language laboratory, library, resource center and teacher aides to 2584 public school pupils and 280 private school pupils in special education classes in grades K through 12 Total pupils: 2864 Contact: Superintendent	$ 43,535.00	E.R. Shovlain Box 919 Sheridan 82801 Phone: 674-7405	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
30.	HANNA-ELK MOUNTAIN	Health & Elementary Guidance Project offers school nurses, health services, elementary guidance and counseling to 69 public school pupils in grades 1 through 12 Contact: Superintendent	$ 7,445.00	James Q. Donahue Box 248 Hanna 82327 Phone: 325-6836	Regular
31.	CHEYENNE District #1	Program for Improvement of Educational Attitudes and Self Concepts Project offers individualized instruction in mathematics, social studies, science, counseling, testing, nurses, nutritional program, swimming and resource personnel for 1181 public school pupils and 480 private school pupils in grades K through 6 Total pupils: 1661 Contact: Leo P. Breeden	$ 169,913.00	Dr. George W. Bailey School Administration Building Cheyenne 82001 Phone: 632-0591	Regular
32.	LANDER District #1	Psychological & Remedial Services Project offers individual instruction, health services, peer group tutoring, older brother-sister tutoring, special education classes and psychological services to 935 public school and 5 private school pupils in grades pre-K through 8 Total pupils: 940 Contact: Superintendent	$ 16,095.00	S.J. Starrett Sixth & Popo Agie Lander 82520 Phone: 332-3792	Regular and Summer

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
33.	HUNTLEY	Health Fitness Project offers planning and coordination of health fitness activities, and school nurse, to 213 public school pupils in grades K through 12 Contact: Superintendent	$ 5,179.00	Nick Mirich Huntley 82218 Phone: 532-2583	Regular
34.	BUFFALO COOP District #2 and JCHS	Individualized Instruction with Emphasis on Language Arts Project offers vocabulary, reading, spelling, arithmetic, social studies and science to 237 public school pupils in grades 1 through 12 Contact: Superintendent	$ 21,363.00	Gerald L. Carroll 94 South Main Street Buffalo 82834 Phone: 684-7321	Regular
35.	ARAPAHOE	Comprehensive Health, Special Services and Library Aide Project offers special reading instruction, library aide and health services to 244 public school pupils in grades K through 8 Contact: Superintendent	$ 12,947.00	W.S. Beaver Box 211 Arapahoe 82510 Phone: 856-9333	Regular
36.	GREEN RIVER District #2	Remedial Reading Project offers individualized remedial reading in grades 4 through 6, and remedial reading on a group basis to 225 public school pupils in grades 1 through 12 Contact: Daniel E. Mortensen Phone: 875-3132	$ 9,063.00	Dr. John V. Bernard Box 832 Green River 82935 Phone: 875-3404	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
37.	POWELL District #1	Special Educational Program Project offers remedial reading and individual instruction in two ungraded classrooms (one at the primary level, grades 1 through 3), and one at the intermediate level (grades 4 through 6) and teacher aides, for 82 public school pupils in grades 1 through 6 Contact: Superintendent	$ 32,692.00	J. Neal Large Box 908 Powell 82435 Phone: 754-2215	Regular
38.	ROCK SPRINGS District #4	Developmental Reading, Arithmetic & High School Correspondence Project offers remedial reading, speech correction, supportive services, arithmetic, health services and nurse to 248 public school and 461 private school pupils in grades K through 12 Total pupils: 709 Contact: Arlo I. Niederer Phone: 362-6252	$ 34,751.00	Jack M. Smith Box 1089 Rock Springs 82901 Phone: 362-6607	Regular and Summer
40.	CLEARMONT-ARVADA COOP	Remedial Reading Project offers remedial reading instruction, language art skills and creative writing to 34 public school pupils in grades 2 through 11 Contact: Superintendent	$ 6,635.00	Robert D. Clapham Box 125 Clearmont 82835 Phone: 758-2386	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
42.	JACKSON COOP District #1 and WILSON HS	Remedial Reading Project offers individual and group instruction emphasizing various methods to aid the child who cannot get extra concentrated help in the regular classroom, to 86 public school pupils in grades 1 through 9 Contact: Superintendent	$ 15,537.00	J.W. Wimberley Box 559 Jackson 83001 Phone: 733-2704	Regular
43.	WIND RIVER SCHOOLS Morton Kinnear Pavillion	Remedial Reading Project offers instructional activities toward the improvement of reading skill and comprehension to 96 public school pupils in grades 4 through 8 Contact: Superintendent	$ 9,386.00	Loren H. Denney Pavillion 82523 Phone: 856-6372	Regular
44.	GREYBULL COOP District #41 and HS	Remedial Language Arts and Teacher Aides Project offers instruction in remedial reading and language arts, pre-school and post-school workshops and testing services to 91 public school pupils in grades 1 through 8 Contact: Superintendent	$ 22,679.00	Hillman W. Snell 600 Sixth Avenue North Greybull 82426 Phone: 765-4756	Regular and Summer

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
45.	RAWLINS District #3	Remedial Reading Laboratory Project offers reading laboratory and teacher aide services to 837 public school and 185 private school pupils in grades 1 through 8 Total pupils: 1022 Contact: Richard Colson Phone: 324-3194	$ 31,235.00	Albert B. Schultz Third Street and Buffalo Rawlins 82301 Phone: 324-3194	Regular
46.	LUSK District #1	Elementary Reading & Guidance Project offers special instruction in reading (with emphasis on young children), guidance and counseling to 356 public school pupils in grades K through 8 Contact: Superintendent	$ 13,595.00	L.E. Johnsonbaugh Fifth and Iron Streets Lusk 82225 Phone: 334-3793	Regular
47.	BASIN District #17	Teacher Aide Program Project offers remedial reading, health services and teacher aides to 20 public school pupils in grades K through 6 Contact: Superintendent	$ 4,693.00	Edward W. Hunter 101 South 12 Street Box 151 Basin 82410 Phone: 568-2416	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
48.	GILLETTE CC School District	Teacher Aide Program Project offers some classes in special education, and teacher aide services to 3009 public school pupils in all schools in the district, grades 1 through 12 Contact: Harold Whitefoot	$ 13,109.00	Donald G. Glidden 103 West Third Street Gillette 82716 Phone: 682-5171	Regular
51.	UPTON District #7	Basic Needs Program Project offers language arts, social studies, mathematics and reading to 80 public school pupils in grades K and 2 through 6 Contact: Superintendent	$ 8,048.00	LaVerne C. Boal Upton 82730 Phone: 468-2459	Summer
52.	MANDERSON COOP (Hyattville HS)	Reading, English, Music, Physical Education & Teacher Aide Project offers remedial reading, English, music, physical education and teacher aide to 61 public school pupils in grades 1 through 8 Contact: William L. Diercks Phone: 568-2846	$ 4,134.00	Donald G. Vail Manderson 82432 Phone: 568-2736	Regular
53.	RANCHESTER (Tongue River)	Language Arts Development Project offers remedial reading, spelling, English comprehension, grammar communication and social studies to 113 public school pupils in grades 4 through 8 Contact: Superintendent	$ 6,636.00	D.D. Simpson Box 66 Ranchester 82839 Phone: 655-2206	Regular and Summer

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
55.	PINEDALE District #1	Auxiliary Personnel in the Enrichment of Instruction Project offers teacher aides, equipment and music assistant to 138 public school pupils in grades 1 through 6 Contact: Superintendent	$ 3,237.00	Larry A. Wheeler Box 458 Pinedale 82941 Phone: 367-4315	Regular
56.	GLENDO District #8	Improvement of Basic Skills and Cultural Enrichment Project offers special instruction in reading and arithmetic and a cultural program in the arts to 35 public school pupils in grades K through 8 Contact: Dan P. Wood	$ 3,560.00	John R. Lancaster Glendo 82213 Phone: 735-4471	Regular

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
39.	WYOMING STATE CHILDREN'S HOME	Library, After School Teaching & Recreational Project Project offers special education, testing program, vocational training and physical fitness classes to 55 institutionalized children in grades pre-K through 12 Contact: Ahnita K. Becker	$ 18,762	Rodger Hornby Box 1131 Casper 82601 Phone: 235-6664	Regular
41.	WYOMING STATE GIRLS' SCHOOL	Comprehensive Planning Program Project offers planning activities for three branches of the Institution: administration, social services and school staff regarding evaluation, (age, length of stay, desired length of stay, school deficiency, home situation, interviews with parents, testing and guidance). Involved in the program are 48 adolescents in grades 9 and 10, 23 of whom consist of a target group for intensified programming Contact: Larry Pigg	$ 13,309.00	Jack Geisler Box 992 Sheridan 82801 Phone: 674-7476	Regular and Summer

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STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
54.	WYOMING STATE INDUSTRIAL INSTITUTE	Comprehensive Remediation Program emphasizing reading, language and mathematical skills Project offers study lab emphasizing mathematics, reading and language usage, social and general science; vocational training in electricity and auto mechanics and welding; in-service training for teachers and teacher aides; also parent involvement and a summer program for 50 ungraded Institutionalized boys Contact: Jim Simpson	$ 17,111.00	Dr. B.D. Kuchel Box 670 Worland 82401 Phone: 347-4233	Regular and Summer

STATE PROJECT NO.	APPLICANT	TYPE OF PROJECT	FEDERAL FUNDS OBLIGATED BY STATE AGENCY	SUPERINTENDENT	TERM
6.	WYOMING STATE TRAINING SCHOOL	Supplementary Pre-Vocational and Vocational Training Project offers pre-vocational and vocational training to 229 mentally retarded, ungraded, institutionalized children Contact: Dr. David M. Kirk	$ 72,565.00	Dr. Fred W. Heryford Lander 82520 Phone: 332-5302	Regular and Summer
49.	WYOMING STATE SCHOOL FOR THE DEAF	Speech, Language, Subject Matter, Camping Experiences and Staff In-service Training Project offers speech, language, three day camping trip in July, pre and post tests and in-service staff training. Regular session includes 60 children; summer session 35 hard of hearing and severely deaf ungraded children Total: 95 children Contact: Superintendent	$ 13,943.00	Norman O. Anderson 539 South Payne Casper 82601 Phone: 237-3634	Regular and Summer
50.	WYOMING STATE HOSPITAL	Summer School Project Project offers instruction in consumer mathematics, home economics, physical education, physical and life sciences, welding, woodworking and mechanical drawing to 46 participants, ungraded Contact: Charles D. Bright	$ 13,943.00	Dr. William N. Karn Box 177 Evanston 82930 Phone: 789-3463	Summer

WYOMING

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1969/1970

	P.L. 89-10	P.L. 89-313	P.L. 89-750
Total Number of Projects			56
* Total Number of Projects offering			
Reading			46
Mathematics			20
Aides			19
Health			18

Federal Funds Approved by State Agency

P.L. 89-10	$ 1,136,930.00
P.L. 89-313	100,451.00
P.L. 89-750	49,182.00
TOTAL	$ 1,286,563.00

* All projects offer more than one service
Example: Some projects offer both reading and aides, etc.